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ABSTRACT

This action research project implemented a program for improving social skills in order to establish positive interaction among 4th grade students at a northern Chicago suburban school. Social skills deficiency was documented through behavior checklists and referrals, teacher observations and student reflection. Teachers reported that low incomes, mobility rate, the need for social service support and cultural diversity hindered many of the students' interactions. A review of the literature suggested that children have problems getting along with others due to second language barriers, social incompetence, poor role modeling and the absence of curriculum related to social skills. Cooperative task and base groups were then created, and a classroom management plan that emphasized student responsibility and a positive climate was implemented. A social skills program was integrated into the curriculum. Post intervention data indicated an increase in student use of conflict resolution skills. It was also noted that students showed improvement in the targeted social skills, decreasing the amount of time teachers spent correcting negative behaviors. (Ten appendices contain daily and weekly tally sheets, student survey, group observer checklist, individual observer checklist, reduced lunch form, lessons for social skills, and message log responses of students.) (JPB)

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IMPROVING SOCIAL INTERACTION AMONG 4TH GRADE STUDENTS THROUGH SOCIAL SKILLS INSTRUCTION

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight
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ABSTRACT

This paper describes a program for improving social skills, in order to establish positive interaction among students. The targeted population consists of fourth grade students in a growing and diverse, middle class community, locate in a northern Chicago suburb. The problem of social skill's deficiency were documented through behavior checklists and referrals, teachers observation, and student reflection.

Teachers reported that due to low income, mobility rate, the need for social service support, and cultural diversity hinders many of the student abilities to interact appropriately with each other. A review of the literature suggests that children have problems getting along with others due to second language barriers, social incompetence, poor role modeling and the absence of a curriculum related to social skills.

A review of solutions strategies suggest that creating cooperative task and base groups, a classroom management plan that emphasizes student responsibility and positive climate, and implementing a social skill's program into the curriculum may result in increased positive interactions between students in and out of the classroom.

Post intervention data indicated an increase in student use of conflict resolution skills. It was also noted that students showed improvement in the targeted social skills. This brought about a decrease in the amount of time teachers spent correcting negative behaviors.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted fourth grade class exhibit poorly developed social skills which hinder their ability to interact with each other in a positive manner. Evidence of this problem includes teacher observation journals, behavior checklists, and behavior ticket documentation.

Immediate Problem Context

Community economics and social status of students in a northwest Chicago suburb consists of 18.8% low-income students. These individuals include families that receive public aid, public funds, or are eligible for receiving free or reduced priced lunches. The student mobility rate is 33.9% which is based on the number of students who enroll in or leave the school during the school year. The current student enrollment is 341 students, of which the limited English proficiency is 10.9%. This consists of 66.9% White, 1.8% Black, 26% Mexican Americans, and 5.3% Asian.

The ethnic background of the faculty is 100% Caucasian. The faculty is 99% female and 1% male. The average teaching experience of the faculty is 13.3 years. Of the teachers who work in the school, 58.6% have a bachelor's degree, and 41.4% of the

faculty have a master's degree or above. The teacher to student ratio is 19.1 to 1 with the average class size at 23 students. The pupil to administrator ratio is 236.1 to 1.

The targeted school is one of three within this Northwest suburb of Chicago. It was built in 1847 and has been remodeled with additions and improvements to meet the growing needs of the community. The 341 students enrolled in the school are dispersed over grades three, four, and five.

The philosophy of the targeted school is to provide quality education opportunities for all students within an environment that fosters the desire to learn and enhance the teaching of skills necessary to meet the unique academic, personal, physical, and social needs of each individual. All students will be challenged to develop intellectual learning skills to their fullest potential preparing them to become contributing members of society and life long learners.

The school devotes forty minutes per day for the instruction of mathematics, science and social studies. One hundred and twenty minutes per day is allotted for the instruction of language arts. The curriculum of the school is centered around hands on science and math instruction. It uses novels to teach skills in language arts. The students have several opportunities each week for the development of the fine arts through weekly participation in physical education, art, library, music and band.

The Surrounding Community

The District consists of three schools. A primary building which houses kindergarten through second grade, an elementary building, with grades three through five, and a middle school, consisting of grades six through eight. Gary Clair, Superintendent of Schools, District 76 describes the community as an area mainly of middle upper class families. He shared the following information about the District when interviewed by the researchers. The average house sells for $207,000. The towns assessor's office has on record that the average apartment rents for $600 to $1100. The price increases as the number of bedrooms increase. The community is supportive of the school by the numerous committees they are involved in. The parents are active in the Parent Advisory Committee, Parent Teacher Student Association, Band Boosters, Los Unidos, as well as volunteering in many classrooms. The school board exists of seven members. The president has been in office for one year and other new members have just started this year. Many of the school board members are in favor of issues that relate to their children. The district provides many programs besides academic studies. The students have the opportunities to use school computer labs, receive bilingual service through ESL tutorials, belong to after school clubs, learn Spanish through participation in a Spanish club, and may receive special services as needed. The district provides additional support for students through a school psychologist, social worker, and behavior disorder specialist.

National Context

Theodore Roosevelt states (Licona, 1993) "To educate a person in mind and not in morals is to educate a menace to society." Disheartening factors have contributed to the increased number of students who exhibit poor social skills. These factors include the dissolution of the traditional family, poor media role models and an unclear focus of important values. (Bellanca, 1992, Licona, 1993)

Student interaction is becoming increasingly negative in nature due to poor social models. According to Bellanca (1992), sociologists have been noticing that the number of children coming from single parents, dual working parents, and no parent homes has been increasing. Bellanca continues by adding that with these changes in the structure of the family, it appears obvious that the parents have less time to correct, demonstrate, supervise and model positive behaviors and values. Within the same year as Bellanca (1992) wrote, the issue of family values was played out in the political arena. In the 1992 presidential election, the topic of family values, specifically the abandonment of important traditional family values, was one of the major themes, if not the platform that, then candidate President George Bush, campaigned about. In addition to the Republican Party, then candidate Bill Clinton also embraced the issue as a campaign, and ultimately a major issue resulting in his election. Society was obviously concerned enough about the decay of family values that they swept an incumbent president out of office.

Along with the breakdown of the traditional family, media, mainly television, also accounts for children's lack of basic social skills. The average student watches television four or more hours a day, making it one of the most popular forms of media for children, which continually portrays anti-social, anti-caring behaviors (Bellanca 1992). Major network and cable series contain insulting or graphic language, unnecessary violent scenes, and portrayals of improper adult role models. In addition to the major network and cable television series, one of the major trends in local media newscasts is the attraction of viewers throughout the prime time "family oriented" television schedule through the use of shocking pictures and voice overs. Moreover most of the local network affiliates seem to be competing with each other by using a version of the "If it bleeds... it leads" format for their 30 minute news telecasts.

Bellanca (1992) believes that because our nation has adopted a value-empty philosophy, development of good character in the young is deteriorating. If we do not teach core ethical values, such as respect, responsibility, trustworthiness, fairness, caring, and civic virtue it is a moral failure. Children do not understand the core values or commit them into their daily lives. Good character consists of knowing what is good and right and acting upon this value. As a nation we are responsible to recover and teach these shared important ethical values.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

Both subjective and objective measures were used to document the evidence of poor social skills in and out of the classroom. Problems that were documented are poor listening skills, poor manners, impoliteness, irresponsibility, and lack of respect to others.

The subjective measures utilized to gather data were teacher observation and the daily and weekly tallying of behavior tickets (Appendix A) based on the four behaviors noted above. Objective measures that were used in the data collecting period were student surveys (Appendix B), group checklists (Appendix C), and individual checklists (Appendix D).

Teacher observations were based on narrative responses, as well as tracking the amount of misbehavior viewed each day. One observer revealed that she noticed the students lacked the ability to work together effectively in randomly assigned groups. Another observer noted that the students did not support or respect each

other's ideas having heard such comments as "That's a dumb idea." and "That's stupid."

Tallying the amount of "behavior tickets" (Appendix A) each student received each day was also a form of data collection used. Students turned in the tickets that were given to them for various behaviors that demonstrated failure to follow class rules (such as hurting others, being disrespectful, and not being polite).

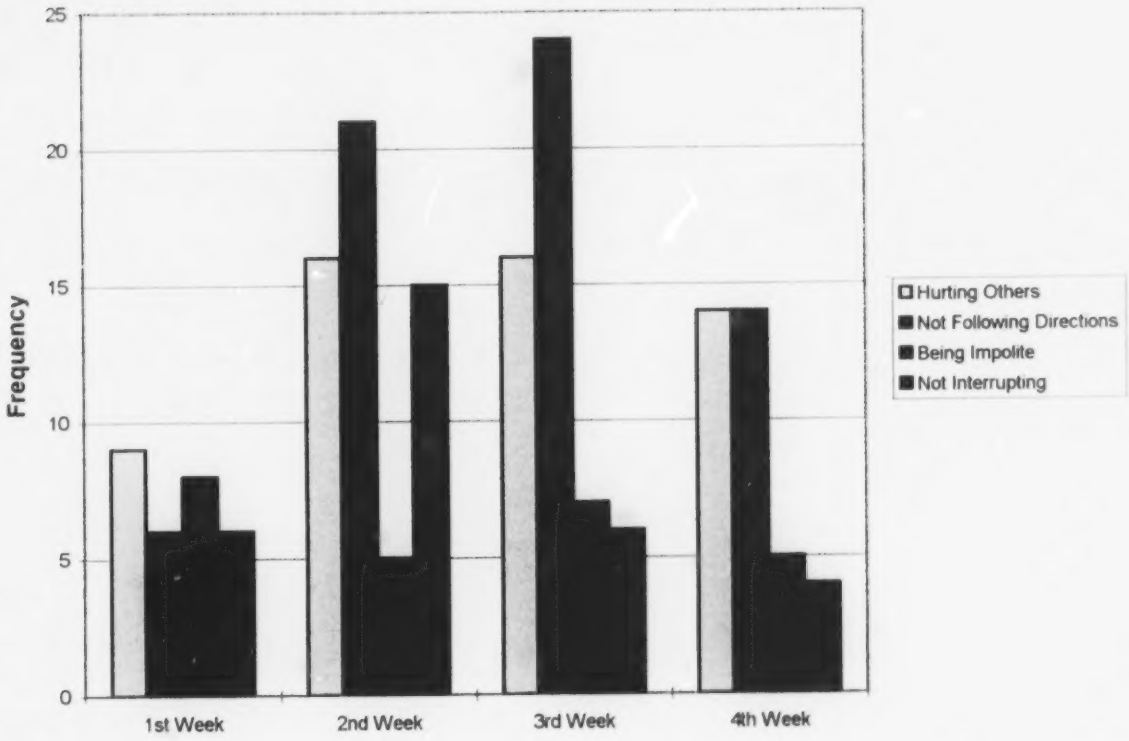

Figure 1

Behavior Ticket Bar Graph

The overall percentage of the tallied amount of behavior tickets proved that the social skills of being polite, respecting each other, not being hurtful towards their peers and showing responsibility were seriously deficient.

Figure 2

Circle Graph

Additionally, the observers utilized group checklists (Appendix C). Under the categories of responsibility, respecting others, and being positive, many were found to be negative behaviors. Teamwork and cooperation were two areas in which the students were not proficient. Comments such as "We are not working as a group," "Just write it down, copy me," and "I'm on the next one, see you later," demonstrates immature cooperation skills.

Figure 3 illustrates the student survey results. All of the twenty-one students in the targeted class were involved in this four week observation program. Student surveys provided highly suggestive data that helped to create the evidence that

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there is a problem with the lack of social skills in the students today. After analysis of the student surveys more that half of the students responded that they did not get along with other students. Another area of concern is that 62% of the students admitted that they behave differently in school than at home. This inconsistent pattern between home and school is yet another cause for concern. Additionally, students answered that they only listen to others ideas sometimes rather than consistently. Finally, in response to whether they enjoy working with others in cooperative settings, over 50% of the students answered sometimes.

Question	Always	Sometimes	Never
1. Do you behave in school the same way you do at home?	**3**	**13**	**3**
2. Do you fight by touching to solve your problems?	0	6	13
3. Do you like working with others in a cooperative group?	**11**	7	**1**
4. Do you get along with other students?	**9**	**10**	**0**
5. Have you ever taken anything that did not belong to you?	0	5	14
6. Do you listen to other people's ideas?	**6**	**11**	**2**

Number of students surveyed = 19

Items in **Bold** print represent areas of social skill concentration

Figure 3

Student Survey

Probable Causes

There are many probable causes that may be reason for concern. First, many of the students at this school come from low income families. Our school report card indicates that 18.8% of our students come from these families. A noted pattern suggests that more than one family lives together in one household. A second fact is that 27% of our students qualify for free or reduced lunch. This information comes from the income forms provided by the school and completed by the student's parent (Appendix E). Another probable cause is that 22% of our students come from single family homes. Therefore the adult role models may or may not be present, leaving the responsibility of learning responsible and mature behavior to the student.

A review of the school's fourth grade curriculum revealed that there is not one social studies, math, English, or spelling lesson that addresses any kind of social skill objective. Social support service staff and intervention can be a benefit here as well as a change in teaching strategies and curriculum.

A review of the literature revealed many supporting ideas. Bellanca 1992, states that the time to support, assist, correct, model positive values, communicate expected behavior and encourage social skills is often not there, not because parents are bad but because they are struggling to earn the money to keep the family fed and clothed. Moreover, Comer 1987 states in Bellanca 1992, that different family structures have effects on student achievement and behavior in school. Research conducted by Argyris, 1994 mentions that Gesten and Weissberg, 1996 agree that

teachers have been forced to take on a variety of socialization roles reserved primarily for parents in prior generations.

Licona (1993) made it clear that teaching values through the curriculum, ethically, rich content, of academic subjects (such as literature, history, and science) develop character. Furthermore, he states that the use of cooperative learning helps develop students' appreciation of others, perspective taking and ability to work with others towards a common goal. This idea is critical to the suggestion that certain teaching strategies need to be taught throughout the curriculum also.

Other research conducted by Argyris, 1994 confirms that one licensed clinical social worker said, "Kids lack experiences and resources to solve their own problems." In summary, Argyris 1994 states that all the social workers consulted were in agreement that most children are in need of a program which will aid them in dealing with conflicts. Therefore, in order to achieve positive social skills, such as listening to others ideas and working with others should be taught through the help of social support services, as well as teachers.

Chapter 3

THE SOLUTION STRATEGY

Literature Review

Children of today's society prove to have a poor sense of social responsibility. Berman, 1990 describes social responsibility as a personal investment in the well-being of others and the planet. It has become very evident that children lack the innovation, motivation and desire to learn appropriate and respectful behaviors to help them thrive in our world. Children demonstrate that they do not grasp the importance of establishing a good sense of community in and out of the classroom. They fail to comprehend that an environment will run more smoothly and effectively when all participating parties have a powerful sense of social responsibility. Teachers, parents, and the community must tackle this dilemma and institute social skills into children's everyday life, thus making children accountable for their behavior at all times.

Evidence of this problem has become widely viewed. Counselors Mehaffey and Sandberg in Argyris, 1994 reported that children often lack the skills to connect successfully with their peers. This is evidenced by their inability to get along on the playground, to work in classroom groups, and to generally gain

attention in positive ways. Children just do not know how to socialize tactfully. Schantz, 1985 in Tillman, 1995, concluded that a child's social-cognitive level determines the degree in which that child will engage in conflict with other children. Schantz also observed that as children get older, conflict ceases to center around objects and instead shifts more towards the attempt to control the way another person thinks or feels. These statements support the knowledge that social responsibility needs to be a life long conscious decision since we see that problems arise at a young age and only increase in intensity as we get older. Again, the idea that social responsibility continues to throw obstacles in the way of maturing youngsters is supported by Mannix, 1995 who says as the special child becomes increasingly more independent, his or her world expands, and, likewise, the skills required for successful functioning grow more complex and involve more people.

"Good character consists of knowing the good, desiring the good, and doing the good. Schools must help children understand the core values, adopt or commit to them, and then act upon them in their own lives (Licona, 1993). It is not only the job of the teachers and the parents to educate children on social correctness, it should become an integral part of the school's daily curriculum.

Johnson, 1992 enforces the fact that students must be taught the interpersonal and small group skills needed for high-quality cooperation and be motivated to use them. Samalin, 1996 agrees when she shares that children must be taught social skills and

concepts like generosity...and taking turns. She says the idea of sharing doesn't come naturally to any child... Student must be taught these essential and vitally important skills early on in life and throughout adolescence. We cannot realistically group children together and expect them to get along and accomplish goals without first teaching them how to cooperate and work as a team. This needs to be reinforced at all grade levels for continuos growth.

Instruction and the implementation of programs that teach social responsibility are crucial. McCabe, 1992 believes that we cannot expect our students to develop a sense of responsibility in which they live by simply talking about it. Along those same lines, Leming, 1993 quotes Hartshorne's 1928-1930 description from his comprehensive Character Education Inquiry stating that the mere urging of honest behavior by teachers or the discussion of standards and ideals of honesty, no matter how much such general ideals may be "emotionalized" has no necessary relationship to conduct. Proving that teachers or parents telling kids to get along and work well together is senseless. Telling them what we expect must be replaced with actually teaching these skills by modeling, role playing, and using real life situations to practice the skills we want children to retain and utilize throughout their schooling and in their lives. Creating hands-on experiences involving social skill lessons will make conscientious people.

Mannix, 1995 takes a strong viewpoint on student behavior and sums it up perfectly by explaining that as teachers, we are not trying to form unthinking, boring little beings who never have a

divergent thought; but we do need to channel the energy, the creativity, and the motivation of our students into more meaningful behaviors than looking for lost pencils, finding new excuses for lost homework, and hanging on the teacher while whining about who is doing what to whom. Challenging students to use more meaningful behaviors should be the focal point of all social skills lessons.

Gresham, 1986 in Ciechalski, 1995 says social skill deficits (not having the social skills to interact properly) and performance deficits (not using social skills appropriately) cause social problems for students with special needs. This statement is true of all children. It is extremely beneficial as part of the curriculum and has very positive outcomes when implemented.

Bellanca's thinking, 1992 is that the ideal program begins in the primary grades. He states that if anything, primary grades can be the best opportunity for young students to fully develop the foundations of social skills which will insure academic success and positive self-esteem in the latter years. However, do not panic if a program is not already in place. Everyone can learn positive and correct social behaviors at any age level. Bellanca again backs this idea up. He reiterates that although it may be more difficult to introduce students already formed with negative social skills to the values of cooperation, trust, and respect, it is never too late.

It is the goal of the schools to educate children and prepare them for the real world. Due to the changing American society, families are on the move; the support system of the extended

family is diminishing and the percentage of households with both parents working is increasing. Single-parent homes are also on the rise. The average amount of one-to-one contact time between parent and child is now approximately fifteen minutes per day (McCabe, 1992). That is an unbelievably small amount of time. How can we expect children to learn life long skills when only fifteen minutes of parent-to-child time is the norm? The school environment thus becomes the vital learning station for children to develop the desired and necessary social skills.

Implementing social skill programs in the curriculum has had numerous successful results. Many researchers have discovered the benefits of cooperative learning to reinforce proper social behaviors. The California Task Force to Promote self-esteem and Personal and Social Responsibility (1990) describes cooperative learning strategies as among the best research innovations within education. Hundreds of studies demonstrate academic, social and psychological benefits from well-implemented cooperative learning programs, with improved self-esteem and a sense of shared responsibility being important outcomes.

Students with this background result in conscientious, caring, understanding, group-oriented, team-minded partners. Berman, 1990 states that an individual who develops a "consciousness of group" begins to sense the atmosphere that is present in the group, to observe how people's interactions influence the productivity of the group, and to understand the impact his or her actions have on the group as a whole.

Ciechalski, 1995 also explains respectively that individual acceptance as well as group serenity was obvious after implementation of social skill programs in school situations. It was noted that teachers reported that attitudes toward differing ethnic backgrounds became more positive, and interaction with gifted and disabled students was vastly improved.

All in all, due to the decline in outside resources for behavioral models, decreases in family support, and the lack of motivation to self-teach responsible social behaviors the emphasis is strongly leading toward school interaction. Teachers must include social skills in everyday lessons. School curriculums must take the initiative and get social skills training into the classroom on a daily basis. As stated best in Berman, 1990 if we truly want to develop socially conscious young people, we will have to change our priorities so that basic social skills, appreciation for cultural diversity and ecological balance, and systems analysis are central organizing concepts within the curriculum. Only then will we see young adults who are socially responsible enough to live and work in our world of today.

Project Outcomes

As a result of a social skill's program, the targeted fourth grade group, during the period of September 1996 to January 1997, will increase appropriate social skills and positive interaction with others, as measured by teacher journal entries, behavior checklists, and a decreased number of behavior tickets.

In order to accomplish the project objective, the following processes are necessary:

1. Create cooperative, task, and base groups.
2. Create a classroom management plan that stresses positive climate, and incorporates positive student responsibility.
3. Create and implement a social skills program into the curriculum.

Solution Components

The major components necessary for the intervention were divided into three categories. The first is the development of cooperative, task and base groups. These groups will provide the students with opportunities to work together in a variety of settings. Next the intervention requires a management plan that emphasizes positive climate, and incorporates student responsibility. The positive climate promotes student motivation while student responsibility promotes ownership for actions. Creating and implementing a social skills program is the final component of the intervention. It is hoped that the social skills process will improve interaction among students.

Action Plan

This action plan was organized to address the major components of the project. The outline is organized into three areas: creation of groups, management plan, and social skill's program. The action plan will be implemented two hours per week through the months of September to December.

Many of the lessons used within this action plan have been derived form Bellanca and Fogarty's book, Blueprints for Thinking in the Cooperative Classroom, 1991. The lessons are presented in outline form chronologically. They are meant to overlap and be used throughout the program.

Although the action plan is organized in chronological order, these lessons are proposed and can be adjusted or modified as the program is implemented. Before the implementation of the action plan, a letter (Appendix F) was sent home explaining the program. With the collaboration between home and school, it is hoped results will be maximized.

Action Plan

I. Create cooperative task and base groups

A. Task Groups

1. Student and teacher made
2. Students grouped by chance: i.e. birthdays, puzzle pieces, or unifix cube colors
3. 3-5 students per group
4. Used to introduce social skills lessons
5. Students to remain in group for duration of the task

B. Base Groups

1. Teacher made
2. Heterogeneous
3. Gender mixed
4. Culturally diverse
5. 3-5 students per group

6. Used to apply social skills lesson learned in task group to a curricular lesson

7. Students to remain in group for semester

Bellanca and Fogarty, Blueprints for Thinking in the Cooperative Classroom; 1991, pg. 284.

II. Create Classroom Management Plan that emphasizes Positive Climate

A. Management Plan

1. Behavior Expectations

a. Student and teacher create classroom rules

b. Teacher explains behavior system

1. Colored Strips: these will be color coded to match the classroom rules. They will be handed to student to remind them what rule they broke.

2. Teacher Checklist: used to record misbehaviors for the day

2. Teacher Actions

a. Report card comments: written quarterly

b. Teacher observation journal: kept weekly

c. Weekly report cards: sent home weekly indicating student progress

d. Teacher checklists: kept for both group and individual work

3. Student Actions

a. Self-reflections: completed after each

social skill lesson

b. Complete behavior ticket information: see Appendix G

4. Positive Reinforcement

a. Athlete/Student of the Week

b. Group Awards

1. Gum Ball Machine

2. Shoes and Ladders

c. Individual Reward Coupons

B. Friendly Climate

1. Student Responsibility

a. Create classroom rules as group

b. Help choose rewards and consequences

c. Fill out behavior tickets

2. Teacher Responsibility

a. Provides opportunities for group interaction

b. Direct instruction of social skills

c. Flexibility of different learning styles

d. Uses various motivation techniques

Patterns for Thinking, Patterns for Transfer, Bellanca and Fogarty, 1991.

III. Social Skills Lessons- create and implement a program in the classroom and in physical education. The lessons implemented into the program are based on Bellanca and Fogarty's book titled, Blueprints for Thinking in the Cooperative Classroom; 1991.

A. Responsibility: Week 1 November 18-22

1. Explain job cards

a. In task groups complete "What's Your Role" lesson page 20-21

b. Using mathematical symbols do above activity in base group

c. Using states in social studies, reinforce skill

2. Assessment

a. Student reflections

b. Teacher observations

c. Teacher group checklists

B. Supporting Peers: Week 2 November 25-30

1. Explain encouraging words and no put downs

a. Complete "Lion and Mouse" lesson in task groups page 52-53

b. In base groups do T-chart after soccer game

c. In base group use encouraging words in spelling game

2. Assessment

a. Student reflections

b. Teacher observations

c. Teacher group checklists

C. Respect Others: Weeks 3 and 4 December 2-13

1. Explain accepting other's ideas

a. In task group do "Mammal Mania" lesson page 168-171

b. In base group apply skill to literature

c. In base group apply skill to science (predictions)

2. Explain taking turns

a. In task groups complete "Create a Creature" lesson page 102

b. In base groups do "Create a Game" activity in Physical Education.

c. In base groups complete "Create a Creature" for Language Arts

3. Assessment

a. Student reflections

b. Teacher Observation

c. Teacher Group Checklists

D. Support Staff: Weeks 1-4 November 18- December 17

1. Meet to discuss weakness of class

2. Implement Conflict Resolution Program for one hour weekly for five weeks

Methods of Assessment

In order to assess the success of the program, a variety of assessments will be used. The observers will keep daily tallies of behavior tickets, keep journals, as well as behavior checklists. Along with the teacher assessment, students will also be responsible for assessment. After each social skill lesson, the students will assess themselves through self reflections.

Chapter 4

PROJECT RESULTS

Historical Description of the Intervention

The focus of this action plan was to implement a social skills program in order to reduce the number of inappropriate behaviors observed in and out of the classroom. The program was organized into three major components consisting of; creation of cooperative base and task groups, formation of a management plan, and implementation of social skill lessons. The objectives were designed to elicit the desired and appropriate behaviors encouraged in a school setting. These positive behaviors include good listening skills, manners, politeness, responsibility, and respect.

The social skill lessons were taught through cooperative learning and the use of curricular activities. The children remained in their base groups for the entire intervention with occasional movement into task groups. Lessons were implemented for five weeks, two hours per week. The first hour consisted of social skill lessons and the second hour the support staff conducted conflict resolution classes.

The original Conflict Resolution Intervention Plan was to be presented once a week for five weeks. However, because of

classroom schedule changes, days off from school, and support staff emergencies, the intervention continued past the scheduled five weeks. In addition, the Conflict Resolution Program was so successful it was decided to continue demonstrating the concept to the children throughout the rest of the school year.

Research was collected during the months of November and December of 1996. As stated in the Chapter 3 outline, researchers taught the social skills concerning following assigned roles, taking turns, accepting other's ideas, and using encouraging words. Lesson plans designed for each of these skills were taken from Bellanca & Fogarty's book Blueprints for Thinking in the Cooperative Classroom, 1991 and can be found in appendix H. Along with teaching the skills in the academic curriculum, the lessons were also reinforced through the physical education curriculum.

Presentation and Analysis of Results

In order to evaluate the success of the social skills training on the targeted fourth grade class, many measures were used to demonstrate the results. As stated previously, the desired outcomes were to improve listening skills, manners, politeness, responsibility, and respect toward others. Evaluation tools used were both objective and subjective. Objective data was collected by using student surveys and interviews, group checklists, and individual checklists. The latter two were completed by the observers. Subjective tools utilized were teacher observation and the tallying of behavior tickets. The data collected reveals the outcome of the intervention over the scheduled five week period.

Student Surveys

The targeted class was resurveyed when the intervention was completed. The results proved to the researchers that some areas improved such as the children's enjoyment while working in groups. Also more students were willing to listen to each other. However, most of the other categories remained close to the results of the survey given at the beginning of the program.

Question	Always	Sometimes	Never
1. Do you behave in school the same way you do at home?	**1**	**18**	**2**
2. Do you fight by touching to solve your problems?	1	9	11
3. Do you like working with others in a cooperative group?	**11**	**10**	**0**
4. Do you get along with other students?	**6**	**15**	**0**
5. Have you ever taken anything that did not belong to you?	0	7	14
6. Do you listen to other people's ideas?	**8**	**12**	**1**

Number of students surveyed = 21

Figure 4

Student Survey

Individual Student Checklists

While evaluating the effect of individual checklists, evidence was pointed mostly to a select few who actually were at the root of many of the occasions where negligent behaviors were observed. A handful of children were generally those whose names were constantly found on the tally sheets. These students

interrupted, were unprepared for class, did not follow directions, and had problems staying on task. The rest of the participants in the targeted classes had only occasional reason to be reprimanded for misbehaviors.

Group Checklists

While completing group observer checklists, more often than not students were noticed and marked for their positive efforts under the responsibility category. Once again, the middle category of respect towards others demonstrated the student's inability to listen and follow directions. The last category, however, "Be Positive" was interesting to observe due to the quotes written after each tally such as "That was a great answer!" and "Awesome!"

In September, there were many negative and upsetting comments recorded. By December sixth, all groups, except one, had more than four positive remarks to prove their group was working well. "Yeah, that's cool," "That's good," "This is fun," "That looks great," How about we do that last?" were just a few encouraging comments recorded which demonstrated the lessons were increasing positive behaviors.

Teacher Journalizing

The two classroom teachers and the physical education teacher all journaled their observations of how the behaviors of the students changed or did not change after each social skill lesson. The most noted observation was in student's politeness to one another. Students were heard encouraging each other more and being polite in and out of the classroom. For example, comments

such as, "Very good, I liked that one," "That was a good answer," and "You're getting better" were heard during the five weeks of the program.

When teachers orally reminded the groups about the social skill lessons the students made more of a conscious effort to use them. However, at times when not reminded students tended to neglect the skills that they had learned and sometimes regressed back to old habits. For instance, there was a noticeable difference in the amount of incidences that occurred within the targeted behavior of being polite, during weeks one to three, incidences occurred 17% of the time. By week five, once the social skill lessons were no longer being taught in isolation, negative behaviors in that category jumped to 75% of the time. Possible reasons for the high increase are explained later in this chapter.

In the physical education teacher's experience of teaching ten classes a day, she noticed a significant difference in behavior when comparing the targeted class to the other uncontrolled groups. After the social skills program was taught, they knew how to work together more efficiently and did not need as much teacher intervention as the other classes. The teacher noted increased cooperation in team efforts, encouraging others during sports activities, and respecting others and equipment.

Student Tallies

The researchers found the behavior ticket tallies were the most efficient way to keep track of how the social skills program effected the children. The students wrote their own name down on

a designated behavior chart when found exhibiting an inappropriate behavior. Each week the marks were tallied and a visual view of the results was easily available. The results of the five week intervention are presented in figures five and six.

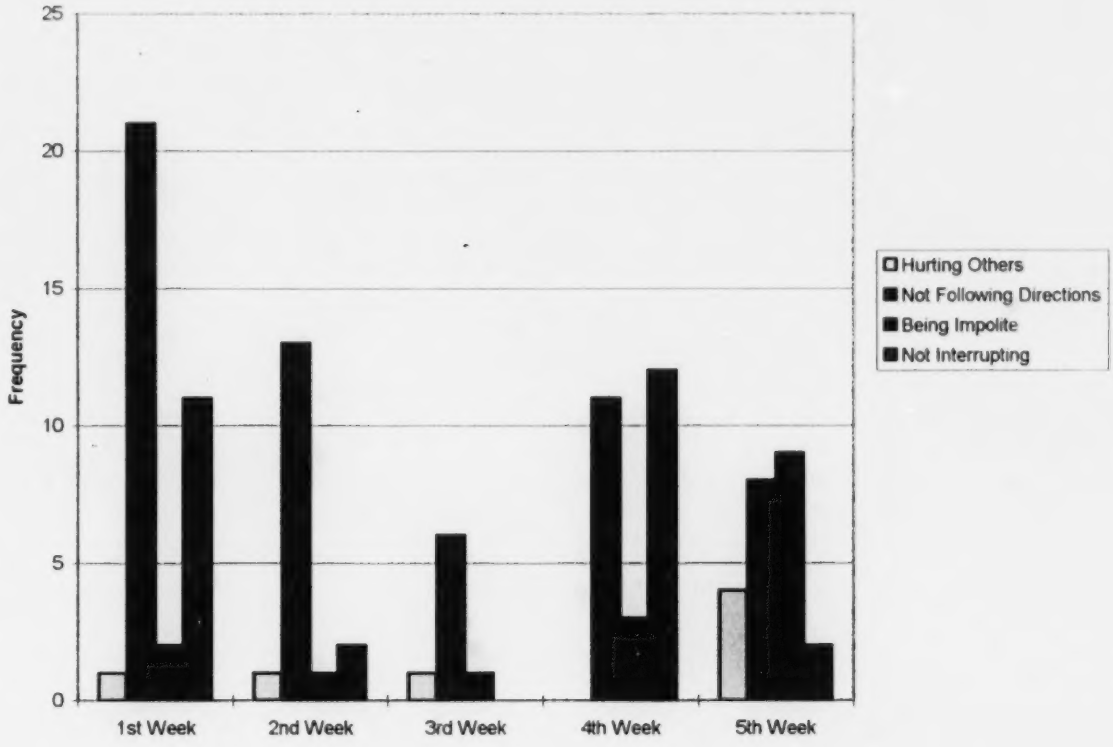

Figure 5

Behavior Ticket Bar Graph

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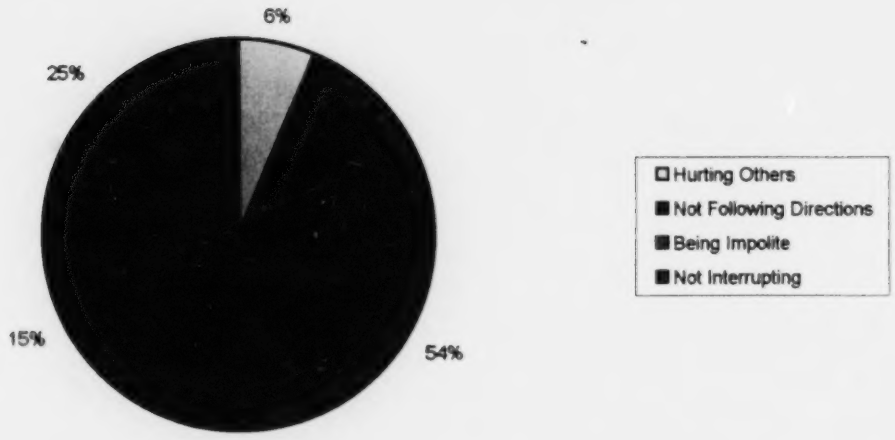

Figure 6

Circle Graph

Even though many of the social skill concepts were new, the students were eager to start, learn, and use the techniques. During the implementation of the lessons, researcher findings indicated that the program brought a high motivation level to the students willingness to try something different. It was found that during weeks one through four especially, behaviors concerning politeness, hurting others, and most of all, listening to others made vast descending leaps towards almost non-existence. For example, in weeks three and four there were no incidences concerning hurting others or being disrespectful to one another. In this respect, the program was highly successful.

Hurting others with negative comments or actions was also non-existent in the fourth week. Basically it was discovered that various behavior attributes were most improved during the third week of the program but with noticeable declines in weeks one through four altogether. The only week that the program was not as successful as desired was the fifth week at which time all

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categories had misbehaviors that were higher than the previous weeks.

During week five many events caused the program to falter. The fifth week ended up as the week before winter vacation. Not only were the students preoccupied with the upcoming holiday season, but were also overwhelmed with an abundance of school activities. Special parties, assemblies, holiday projects and students leaving early for vacations disrupted and altered daily routines. This in turn caused inappropriate behaviors to resurface.

Overall, the results of the intervention reflected in the graph that follows and show that the behavior incidences of politeness towards peers, hurting others, and listening to other's ideas improved most greatly during week three. The most marked decrease of incidences appeared at that time. By week five, however, the graph reflects an increased frequency of incidences having occurred. This demonstrated that week five of the program was less successful that the other four weeks.

Conflict Resolution

Conflict Resolution training was conducted in all five weeks of the intervention. A letter informing parents of the Conflict Resolution Program was sent home before the intervention began. (Appendix F) The school social worker, Shari Ollendorff, role played the training lessons for one hour each week. She had children play out scenarios and brainstorm ideas on how to solve various social problems. She then taught Conflict Resolution Lessons (Appendix I) gathered from Conflict Resolution in the

Elementary Classroom A Teacher Training Workshop by Barbara Porro. Researchers discovered the students partaking in Conflict Resolution processes not only in the classroom, but on the playground as well. The students were highly enthused about the role playing and furthermore found that many of the problems presented were ones they often encountered in their own personal experiences.

Researchers discovered that the Conflict Resolution part of the intervention motivated the children to try to get along better by using the skills taught to them. It was observed that most children used the log book for incidences that occurred during recess, physical education, and classroom activities. The log was evidence that the students were using what they learned to solve problems together without the assistance of a teacher.

Conclusions and Recommendations

The social skills intervention instituted on the targeted fourth grade class proved to be successful. With the presentation of social skill lessons and the additional benefit of a conflict resolution program, three of the four specified behaviors: encouraging others with polite words, not interrupting each other, and not hurting peers has significantly improved student interactions. The students were able to apply the social skills taught to them to their own personal experiences. This also infused in classroom activities, in physical education, recess, lunch, and other activities outside the classroom.

Transfer of lessons learned suggested the children's progress in using the learned behaviors has been positive. The children

demonstrated a successful frequency of application when encountered with problems with other children. Even though many of the concepts were new, the students were eager to start, learn, and use the techniques. By using social skill tactics and Conflict Resolution strategies children were able to better solve situations on their own. Documented examples are exhibited in the Conflict Resolution Log Book (Appendix J). Students recorded conflict resolution "I" messages in this log. Messages such as: "I feel sad when you make fun of me because you act like I don't have any feelings," or "I feel mad when you ignore me because it hurts my feelings" were a few examples found in this book.

Teacher time was better spent on instructing students rather than dealing with classroom management as a result of the intervention. The students also became more efficient at applying the social skills and conflict resolution techniques. By recording feelings in the "I" Message Log Book, the evidence is provided proving the number of times children actually tried the processes. When problems did occur during the student-to-student contact, the children needed only a brief reminder to use the skills they learned to try to work out any problem.

Encouraging others was a very successful skill area. Even as the planned intervention ended, this social skill was found to be a continued success. Students encouraged each other constantly during curricular and physical education games. Their encouragement went beyond the classroom setting as well. They did this on their own and even begin reminding one another about using their social skills appropriate.

The behavior of not interrupting others also showed improvement. It was actually found to be an incident that involved only a handful of students. Working the social skill lesson of not interrupting one another into the classroom made the students aware of the problem. The researchers then were able to concentrate on the few who continued to demonstrate the behavior and work with them individually. The biggest offender of this mannerism improved enormously over the course of the program. The student now rarely interrupts during instructional lessons which happened to be a large problem for him.

Hurting others showed the greatest decrease in the study. By the third week the behavior was virtually nonexistent. Students used the Conflict Resolution strategies they learned instead of physically hurting each other. The motivation the program generated helped the students apply the skills on a consistent basis.

The only behavior researchers did not find an improvement in was the listening and following directions category. This area increased in frequency and showed no improvements over the five week intervention. The problem researchers discovered with this category was that it was too broad. The skill of listening to others needed to be its own separate behavior and not grouped with following directions. Researchers used the combined behaviors in one category that included not only listening to others, but also for rules that pertained to being prepared for curricular activities such as completing homework and for physical education. For example, researchers used the category to document students

who did not follow directions of being prepared for class, did not have their assignment notebook signed each day by a parent, or not follow teacher directions. Had being prepared for class been its own category, it would not have been included in the study. It would have been its own category and not considered a targeted social skill. It was intended more for classroom preparation rather than a social skill problem. Listening to others would have remained in the study, along with following directions. Instead, this area would have been its own category and not considered a targeted social skill.

As previously stated, three of the four targeted social skills demonstrated marked improvements. Encouraging others, not interrupting, and not hurting one another, are important skills the children were motivated to improve upon. Along with a conflict resolution program, the social skills intervention created a set of guidelines for students to work with to better handle themselves around others. It should also be noted that four new students entered the project during the five week implementation without causing any defaults in the study. They caught on to the intervention and learned the targeted skills just as most of the others did.

The researchers discovered that the implementation of the social skills program should be modified, continued, and designed to last throughout the school year. We feel that although the intervention was relatively successful, there is room for improvements.

The first recommendation for making the program more efficient is to institute social skill lessons on a continuous basis for the entire school year. We completed a five week program, however, the students nearly forgot it after the intervention was finished. Lessons, reinforcement, and motivation must be continuous to insure follow through.

Another recommendation is to keep the rules and behaviors simple and few. For example, researchers had only four rules applying to targeted behaviors, but incorporated too much into each rule. Under the social skill of Listen and Follow Directions researchers stated listening to others, following oral and written directions, and being prepared for class. Researchers found this to be too broad and decided listening to others including following directions as appropriate for the study. Being prepared for class needed to be its own category and not related to the research. Many items went under that category such as not having appropriate clothing and shoes for physical education, and not having daily parent signatures on assignment books that did not relate to our intervention. These were more of a responsibility issue than social behaviors.

Other suggestions would be to continue supplying a Conflict Resolution Program throughout the year. This was a positive contribution to our study and helped greatly insure its steps toward success. Having the social worker or another outside personnel expert come in the classroom to direct the role playing was a benefit for us.

Encouraging all school participation in social skill training, along with inservices for staff members on the subject, would allow for follow through outside of the classroom. Even involving the community such as parents, extracurricular coaches, and after school clubs to participate would also be highly beneficial. Letters informing them of the practices and inservices would involve them and make the student's environment more consistent. In conclusion, researchers would encourage revising plans and goals relating to the program during the year. Change what is not working well on a regular basis and enforce what is. Keep in mind that a positive, cooperative atmosphere is needed at all times, excellent role modeling should be observed, and student's basic needs of belonging, having fun, feeling loved, having a sense of power, and survival should be met as much as possible. In addition to utilizing multiple intelligence techniques to present and reinforce the social skill lessons, a great deal of motivation will keep the children's interest level high and participation in the program an every day part of their lives.

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APPENDICES

Appendix A
Daily and Weekly Tally Sheets

Be Polite	Hurt Others	Interrupt	Listen/Follow Directions

Date

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COLOR	RULES	WEEK 1	WEEK 2	WEEK 3	WEEK 4
GREEN	Follow directions and be prepared				
BLUE	Be polite				
YELLOW	Don't hurt others Respect others				
RED	Listen and do not interrupt				

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Appendix B
Student Survey

1. Do you behave in school the same way you do at home?
   Always Sometimes Never

2. Do you fight by touching to solve your problems?
   Always Sometimes Never

3. Do you like working with others in a co-operative group?
   Always Sometimes Never

4. Do you get a long with other students?
   Always Sometimes Never

5. Have you ever taken something that didn't belong to you?
   Always Sometimes Never

6. Do you listen to other people's ideas?
   Always Sometimes Never

OBSERVER'S CHECKLIST

Date:_____ Social Skills:_____ Observer:_____

GROUP	RESPONSIBILTY	RESPECT TO OTHERS	BE POSITIVE
1			
2			
3			
4			
5			
6			
7			
Descriptions	• Do your job • Team Work • Cooperation	• Listen • Accept all ideas • Take turns	• Encouraging words • Listen to alternative choices • No "put-downs"

Appendix C
Group Observer Checklist

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Appendix D
Individual Observer Checklist

INDIVIDUAL CHECKLIST

Date: _____ Lesson: _____ Observer: _____

STUDENT	RESPONSIBILITY	RESPECT OTHERS	BE POSITIVE
Ryan A			
Chris			
Vanessa			
Inna			
David E.			
Richard			
David H			
Aaron			
Chelsea			
Cliff			
Samantha			
Karla			
Aida			
Jasmine			
Anay			
David N			
Angel			
Cindy			
Rogelio			
Ryan S.			
Tim			
Emily			

DESCRIPTIONS

- Do your job
- Team Work
- Cooperation
- Listen
- Accept all ideas
- Take turns
- Encouraging words
- Listen to other choices
- No "put-downs"

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Appendix E
Reduced Lunch Form

Dear Parent or Guardian:

The _____ serve meals each school day. Children may buy lunch for 1.65 Children also may receive meals free or at a reduced price. The reduced price is 40 cents for lunch.

- If you now receive food stamps or AFDC for your child(ren), your child(ren) can receive free meals.
- If your total household income is the same or less than the amounts on the Income Chart below, your child(ren) can receive free meals or reduced price meals.
- A foster child may receive free or reduced price meals regardless of your income.

All meals served must meet patterns established by the U. S. Department of Agriculture. However, if a child has been determined by a doctor to be handicapped and the handicap would prevent the child from eating the regular school meal, this school will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. If you believe your child needs substitutions because of a handicap, please get in touch with us for further information.

TO RECEIVE FREE OR REDUCED PRICE MEALS FOR YOUR CHILD, YOU MUST COMPLETE AN APPLICATION AND RETURN IT TO THE SCHOOL. WE CANNOT APPROVE AN APPLICATION THAT IS NOT COMPLETE.

INCOME CHART
Effective from July 1, 1996 to June 30, 1997

Household Size	Weekly	Monthly
1	$276	$1,194
2	359	1,556
3	462	2,002
4	555	2,403
5	649	2,809
6	742	3,213
7	835	3,617
8	928	4,021
Each Additional Family Member	+94	+404

HOW TO APPLY:

If you now receive food stamps or AFDC for the child(ren) you are applying for, the application must have the child(ren)'s names, a food stamp or AFDC case number for each child(ren), and the signature of an adult household member. If you are applying for a foster child, the application must have the child's name, the child's "personal use" income, and an adult signature. If you do not have a food stamp or AFDC case number for the child(ren) you are applying for, then the application must have the child(ren)'s name(s), the names of all household members, the amount of income each person received last month and where it came from, the signature of an adult household member and that adult's social security number or the words "none" if the adult does not have a social security number.

OTHER INFORMATION:

- VERIFICATION: Your eligibility may be checked by school officials at any time during the school year. School officials may ask you to submit papers showing that your child(ren) should receive free or reduced price meals.
- FAIR HEARING: You may talk to school officials if you do not agree with the school's decision on your application or the results of verification. You also may ask for a fair hearing. You may do this by calling or writing:

  Title _____ Phone _____

  Address _____

- REPORTING CHANGES: If your child receives free or reduced price meals because of your income, you must tell the school if your household size decreases or your income increases by more than $50 per month or $600 per year. If your child receives meals because they receive food stamps or AFDC, you must tell the school when you are not receiving AFDC or food stamps for them. You may then fill out another application giving income information.
- CONFIDENTIALITY: School officials use the information on the application only to decide if your child(ren) should receive free or reduced price meals. This information may also be used to determine if your child(ren) may be eligible for other program services such as free textbooks from within the school district or public services from outside the school district.
- REAPPLICATION: You may apply for meals anytime during the school year. If you are not eligible now but have a change, such as a decrease in household income, an increase in household size, become unemployed or receive food stamps or AFDC for your child(ren), complete an application then.
- In the operation of the child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or handicap. If you believe you have been discriminated against, write to the Secretary of Agriculture, Washington, D.C. 20250.

We will let you know when your application is approved or denied.

Sincerely

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One (1) FORM FOR ENTIRE FAMILY

APPLICATION FOR FREE AND REDUCED-PRICE MEALS

To apply for free and reduced price meals, complete this application, sign your name and return the application to the school. Complete a separate application for each foster child. Call the school if you need help. Number

1 PRINT STUDENT INFORMATION

NAME GRADE NAME OF SCHOOL

2 LIST EACH CHILD'S FOOD STAMP OR AFDC CASE NUMBER IF ANY

FOOD STAMP NUMBER OR AFDC NUMBER

3 FOSTER CHILD

List the child's monthly personal use income. Write "0" if the child has no personal use income.

4 HOUSEHOLD MEMBERS AND MONTHLY INCOME. If you gave a food stamp or AFDC case number for each child, SKIP TO PART 5.

NAMES OF HOUSEHOLD MEMBERS	Gross Monthly Earnings (Before Deductions) JOB 1	JOB 2	Monthly Welfare Payments, Child Support, Alimony	Monthly Payments from Pensions, Retirement, Social Security	Any Other Monthly Income (Unemployment, Strike Benefits, Veterans, Survivors, Disability, Annuities, Etc.)
1	$	$	$	$	$
2	$	$	$	$	$
3	$	$	$	$	$
4	$	$	$	$	$
5	$	$	$	$	$
6	$	$	$	$	$
7	$	$	$	$	$
8	$	$	$	$	$

5 SIGNATURE AND SOCIAL SECURITY NUMBER: I certify that all of the above information is true and correct and that all income is reported. I understand that this information is being given for the receipt of Federal funds, that school officials may verify the information on the application, and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and Federal laws.

Signature of Adult Household Member — Social Security Number*

6 OTHER BENEFITS:

☐ Please check here to indicate that school officials may NOT use this information to determine if your child(ren) may be eligible for other services.

PRINTED NAME OF PERSON SIGNING THE APPLICATION:

Date — Work Phone # — Home Phone # — Home Address (Number, Street, City, Zip Code)

RACE: Please check the racial or ethnic identity of your child(ren). You are not required to answer this question.

☐ WHITE, not of Hispanic Origin ☐ BLACK, not of Hispanic Origin ☐ HISPANIC ☐ ASIAN or PACIFIC ISLANDER ☐ AMERICAN INDIAN or ALASKAN NATIVE

PRIVACY ACT STATEMENT: Section 9 of the National School Lunch Act requires that adults signing the application for free or reduced price meals must provide the social security number of the adult household member signing the application or indicate that the signer does not have such a number. The social security number is not mandatory, but if a social security number is not given an explanation must be given as to the correctness of omittal or status of the application. The social security number may be used to verify the household's eligibility

APPLICATION INSTRUCTIONS

To apply for free and reduced-price meals, complete the application using the instructions for your household. Sign the application and return the application to the school. Please complete a separate application for each foster child. Call the school if you need help. Names _____ _____ _____

1 STUDENT INFORMATION: ALL HOUSEHOLDS COMPLETE THIS PART

1. Print the name or names of the child(ren) you are applying for.
2. List their grade and school.

2 HOUSEHOLDS RECEIVING FOOD STAMPS OR AFDC: COMPLETE THIS PART AND PART 5.

1. List a current food stamp or AFDC case number for each child.
2. Sign the application in PART 5. An adult household member must sign. SKIP PART 4 - Do not list names of household members or income if you list a food stamp or AFDC case number for each child.

3 HOUSEHOLDS WITH A FOSTER CHILD: COMPLETE THIS PART AND PART 5 - A foster child is the legal responsibility of a welfare agency or court.

1. List the foster child's monthly "personal use" income. Write "0" if the foster child does not receive "personal use" income.
   SKIP PART 4 - Do not list any other children, household members or income.
2. A foster parent or other official representing the child must sign the application in PART 5.
   "Personal use" income is (a) money given by the welfare office identified by category for the child's personal use, such as for clothing, school fees, and allowances; and (b) all other money the child receives, such as money from his/her family and money from the child's part-time or regular part-time jobs.

4 ALL OTHER HOUSEHOLDS: COMPLETE THIS PART AND PART 5.

1. Write the names of everyone in your household, whether they receive income or not. Include yourself, the children you are applying for, all other children, your spouse, grandparents, and other related and unrelated people in your household. Use another piece of paper if you need more space.
2. Write the amount of income each household member received last month, before taxes or anything else is taken out, and where it came from, such as earnings, welfare, pensions, and other income. If any amount last month was more or less than usual, write that person's usual monthly income.
3. An adult household member must sign the application and give his/her social security number in PART 5.

To Figure Monthly Income: Weekly X 4.33 Every 2 Weeks X 2.15 Twice a Month X 2

5 SIGNATURE AND SOCIAL SECURITY NUMBER: ALL HOUSEHOLDS COMPLETE THIS PART.

1. All applications must have the signature of an adult household member.
2. The application must have the social security number of the adult who signs, if the adult does not have a social security number, write "none" or something else to show that the adult does not have a social security number. If you listed a food stamp or AFDC number for each child or if you are applying for a foster child, a social security number is not needed.

6 OTHER BENEFITS: You are not required to complete this section. If you check this box this information will be used only to determine if your child(ren) is (are) eligible to receive free or reduced-price meals.

RACIAL/ETHNIC IDENTITY: You are not required to answer this question to receive free or reduced price meals. We need this information to make sure that everyone is treated fairly.

INCOME TO REPORT

Earnings From Work
Wages/salaries/tips
Strike benefits
Unemployment compensation
Worker's compensation
Net income from self-employed business or farm

Welfare/Child Support/Alimony
Public assistance payments
Welfare payments
Alimony/child support payments

Pensions/Retirement/Social Security
Pensions
Supplemental security income
Retirement income
Veteran's payments
Social security

Other Income
Regular contributions from persons not living in the household
Net royalties/annuities/net rental income
Any other income
Disability benefits
Cash withdrawn from savings
Interest/dividends
Income from estates/trusts/investments

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Appendix F
Conflict Resolution Letter

1-10-97

Dear Parents,

Conflict is a natural and inevitable part of life. Conflict itself is not necessarily bad. Depending on how one responds to it, conflict can provide an opportunity for growth.

With the help of Mrs. Ollendorff, our school social worker, we are implementing a unit on conflict resolution. We will be discussion conflict, how to cool off, how to talk about feelings, and how to find fair solutions.

You will find attached several sheets which may give you a more complete picture of our conflict resolution program. We hope you will look them over and attempt to reinforce at home the skills your children will be learning at school.

If you have any questions, please feel free to call any of us at 566-6601.

Sincerely,

Mrs. Dunleavy
Mrs. Karwowski
Mrs. Ollendorff

HOW TO TALK IT OUT

1. Stop. Cool off.
2. Talk and listen to each other.
3. Find out what you both need.
4. Brainstorm solutions.
5. Choose the idea you both like best.
6. Make a plan. Go for it!

I MESSAGE

I _____ when you _____ because _____.
(feeling) (specific behavior) (how it affects me)

RULES

1. Treat each other with respect.
2. No interrupting.
3. Work to solve the problem.

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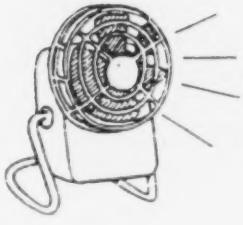
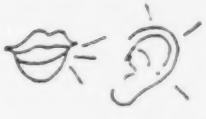
SIMPLIFIED POSTER

How To Talk It Out

1.  Take time to Cool off.

2.  Talk and listen.

3. Think of ways to solve the problem.

4. Choose the idea you like best!

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BRAINSTORM SOLUTIONS WORKSHEET

The Problem: What can you do right now so that . . .

_____ _____ & _____?
Child #1 gets what s/he needs — Child #2 gets what s/he needs

How we feel about the idea.

Ideas	_____ name	_____ name
☐ _____	◯	◯
☐ _____	◯	◯
☐ _____	◯	◯
☐ _____	◯	◯
☐ _____	◯	◯
☐ _____	◯	◯
☐ _____	◯	◯

5. √ the idea(s) you both like best.

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HOW TO HELP CHILDREN TALK IT OUT

TEACHER HELPS DISPUTANTS:

1. **STOP. COOL OFF.**
   - When a child reports a conflict, listen. Restate.
   - Provide a cooling off time/activity if necessary. *"What would help you feel better?"*

2. **TALK AND LISTEN TO EACH OTHER.**
   - Meet with both students.
   - Ask Child #1: *"What's the problem? How are you feeling?"* Restate.
     Help Child #1 practice direct communication. Use I message if appropriate.
     "Tell _____ how you are feeling and why. Start with I."
     ("I _____ when you _____ because _____."
     feeling *specific action* *how it affects me*
   - Ask Child #2: same as above.

   Opt: Check for understanding. Ask each: *"Tell me what you heard ___ say."*

3. **FIND OUT WHAT YOU BOTH NEED.**
   - Summarize what you heard. Point out common interests. State problem in terms of need. *"So it sounds like #1 needs _____ and #2 needs _____. Right?"*

4. **BRAINSTORM SOLUTIONS.**
   - Ask both: *"What could you do to solve the problem?"*
   - Elicit as many ideas, as quickly as possible, without comments.
     Keep track of children's ideas. If there are lots of ideas, write them down.
     Accept all ideas without making judgments.
   - Keep children's attention focused on developing solutions.
     "Yes, you could _____ What else could you do?"

5. **CHOOSE THE IDEA YOU BOTH LIKE BEST.**
   - For each idea ask both children: *"Does that work for you?"*
   - Help children choose a win/win solution. Ask, *"Is the problem solved?"*

6. **MAKE A PLAN. GO FOR IT!**
   - Ask questions that elicit a specific action plan:
     "What will you do? What needs to happen first? Then what?
     "How are you going to ____? When? Where? Who?" etc.
     "If this happened again, what could you do differently?"
   - Congratulate children on their hard work.

(LATER HELP CHILDREN REFLECT AND EVALUATE. *"How did your solution work?")*

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Behavior Ticket

Your Name: _____ Today's Date: _____

In your own words, please describe your behavior in class today: _____

_____

_____

_____

_____

_____

Student's Signature: _____

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Appendix H
Lessons for Social Skills

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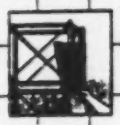
ELEMENTARY LESSON



SETTING UP THE SCAFFOLDING

WORKING THE CREW

WHAT'S YOUR ROLE?

Roles are an important key to successful teamwork. They are a first step in preparing the students to bond by task, to be accountable for the whole group's work, and to assess the group's performance. This lesson not only *tells* the student about the roles, but gives an early, quick practice in the whole model. In checking for understanding, note for sure that everyone "knows" all the roles.

On the overhead, record the special jobs on a football team (e.g., end, tackle, halfback). Ask different students to tell what is special about two or three of those jobs. Ask the class to tell why is it important for each player to do his/her job. Ask what happens when one or two don't do their jobs. After this discussion, point out that the class is going to be organized into cooperative work teams and that each person on a team will have a role with a specific job to do.

On the overhead, show a picture of each role.

Reader: Reads the handout or material

Recorder: Keeps the group's official notes

Checker: Checks after the task

These are the key roles for all ages. Use age-appropriate cards that have each role's job outlined on a card. Review the roles with the class. Ask one student at random to paraphrase the review of each card.

Have three role cards for each group. Copy the ones from Appendix B or make some new ones.

Divide the class into groups of three by telling students, "Pick your partners." Or, give each student a card that has a number, a city name, 1/3 of a picture or something similar. Tell them to find the other two students who have the related or matching pieces.

Tell them to look for their assigned role on the back of the puzzle piece.

Leave the job descriptions for each role on the overhead.

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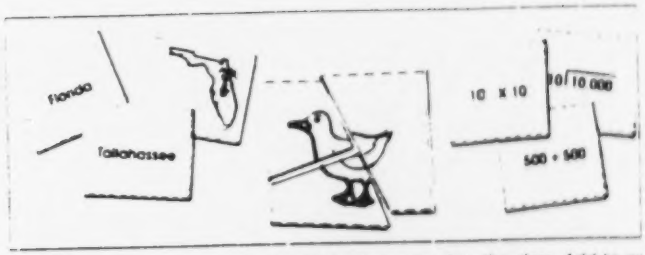

Have one student review the recorder's role out loud to the class. Add to or correct as needed. Instruct the readers in each group to explain their role to their small groups. The other group members must agree on the role description. If any group cannot agree, only the checker may ask for help from the teacher. Allow two to three minutes for this.

Repeat this process for the other roles. Do one round at a time. At the end, have the checker recheck the group for agreement and understanding.

To process for the affective (or to quickly energize the class), show the class how to do a Eskimo "Hurrah!" Tell everyone to put two hands way up.

They are to wiggle their hands in the air. Model the hurrah and ask the whole class to practice. After the practice, tell them to each look at their small groups and give each member a hurrah for working well on the role task.

To process social skills, have students complete the following statement in a small-group round robin:

Having a "role to play" in the group is _____

To process in a cognitive manner, ask students to suggest other *roles* that might be needed in future tasks. Keep a list.

To process for application and transfer, ask students to tell about a time when they may play several roles in a situation (e.g., speaker, listener, encourager).

Reflecting on the Design

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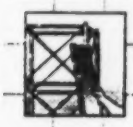
BLUEPRINT:
ELEMENTARY LESSON

THE LION AND THE MOUSE



SETTING UP THE SCAFFOLDING

Ask students to raise their hands if they agree with the statement:

- "It feels nice when someone says nice things to you, like 'Way to go' or 'Good job.'"
- "It feels nice when someone helps you finish a difficult job."
- "It feels good when you help someone with a problem."
- "It feels bad when someone calls you a nasty name."
- "It feels good when you are left out from a game."

After the last vote, write the word *encourage* on the board. Help the class sound it out. Explain that the word means "to give courage." Next, tell the story of the cowardly lion from the *Wizard of Oz*. Explain how saying nice things or helping others gives people courage. Demonstrate some words that an encouraging person might use and write them on the board. For example, "Good job," "I like your work," etc.

WORKING THE CREW

Tell the class they are going to see a video. It is a fable, an animal story that teaches a lesson. Invite them to watch the "Lion and the Mouse" (obtainable from EBEC, see page ii) to see how encouragement can be helpful.

After the video is over, draw the class' attention to the blackboard.

ENCOURAGE

The Lion		The Mouse	
Did	Said	Did	Said

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Ask the students to help fill in the chart with examples. After there are enough, ask students to tell how encouragement helped the lion escape and have them explain why it helped.

On the blackboard, make a list of discouraging words that the students heard in the video. What other words do they hear that they can add to the list? Make a permanent chart to post.

Group students in trios. Give the groups materials to water color (paint, paper, etc.) and have each group make a picture that shows "encouragement." Display the finished works.

Reflecting on the Design

To process affectively, ask students to turn to a partner to tell about a time when they were encouraged and how it felt.

For social skill processing, ask students to tell how they encouraged or discouraged a friend.

The cognitive focus, defining encouragement, can be checked with a quick stem activity— "Turn to your partner and define the word *encourage*."

Conclude by asking students to discuss when it would be helpful to encourage each other in this class. This metacognitive reflection guides student transfer for future application.

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Blueprint:
SECONDARY SCHOOL LESSON

CREATE A CREATURE

Setting Up the Scaffolding

Distribute a die to each lab group and tell the students that these will help them in today's lesson. Show the Three-Story Intellect model and explain that students will gather, process and apply information about classifying in a lab called "Create a Creature."

Working the Crew

Using lab groups of three members each, assign and define the roles:

Researcher: Finds the information in the text.

Recorder: Charts the information.

Illustrator: Draws, diagrams and labels the creature with the designated attributes.

To gather information, distribute a copy of the blank Create-A-Creature matrix to each lab group. Using the text, have student groups complete the matrix by choosing possible variables. A completed one might look like this:

CREATE A CREATURE—CLASSIFICATION LAB

	A	B	C	D	E	F
	BODY SYMMETRY	SEGMENTATION	FORM OF LOCOMOTION	SENSORY ORGANS	SUPPORT STRUCTURES	BODY COVERING
1						
2						
3						
4						
5						
6						

Lesson courtesy of Bob Kaphenn, Biology Teacher, York High School, Elmhurst, IL

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Once the grids are complete, have students roll the die. For each roll, have them circle the corresponding squares in each column of the grid. For example, for the first column the toss might be 4. Students would circle the fourth item in first column. For the second column, if the toss is 2, circle the second item.

CREATE A CREATURE—CLASSIFI·ATION LAB

	A	B	C	D	E	F
	BODY SYMMETRY	SEGMENTATION	FORM OF LOCOMOTION	SENSORY ORGANS	SUPPORT STRUCTURES	BODY COVERING
1	bi-lateral	none	none	eyes, ears & nostrils	bony skeleton	skin-hair
2	radial	2 body segments	2 or 4 walking legs	paired antennae	cartilaginous skeleton	scales
3	bi-lateral	3 body segments	legs & wings	compound eye & antennae	exoskeleton	skin-hair
4	bi-lateral	multiple segments	6 or 8 legs	tentacles	soft bodied	feathers
5	radial	2 body segments	fins	eyes, ears & nostrils	shell hinged	scales
6	bi-lateral	none	multiple walking legs	compound eye & antennae	shell coiled	skin-hair

Continue with the tosses until all columns have a circled item.

To process the information, have students predict what they might do next. Invariably, students will figure out that the next step is to synthesize the various elements by creating a creature designed by the circled items.

CREATE A CREATURE

Directions:

1. Illustrate the new creature.
2. Label the diagram with all the designated attributes
3. Name the creature appropriately.
4. Have all group members sign the sheet
5. Display the creatures on the bulletin board.

To apply the information during the next lab period, have student groups select a creature other than their own. Using the labeled attributes on the diagram and referencing the text for the classification procedure, the lab groups should classify the creature according to formal scientific methodology. Once the creatures are classified in the appropriate manner, have the groups return the creature diagrams to the originators.

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Blueprint:
ELEMENTARY LESSON

MAMMAL MANIA

Setting Up the Scaffolding

Using a completed BUILD chart of the cooperative learning elements, scan and select key elements for the envisioned lesson "Mammal Mania." By using the BUILD chart, the teacher automatically includes the critical elements of a higher-order thinking/cooperative lesson. For example, a teacher may create the following BUILD chart and choose the circled items to create a cooperative lesson.

SAMPLE COOPERATIVE LESSON PLANNER

	B	U	I	L	D
	Build in High-Order Thinking	**Unite Teams**	**Insure Individual Learning**	**Look Over & Discuss**	**Develop Social Skills**
	Problem Solving Decision Making Creative Inquiry	Build Trust & Teamwork	Insure Individual Learning & Accountability	Plan, Monitor & Evaluate	Communication Leadership Conflict Resolution
1	Critical and creative thinking	Bonding and group identity	Assigned roles	Core article	"Disagree ... but I ..."
2	[illegible]	[illegible]	Quiz	Pair	Share Praise
3	Problem solving	Single product	No team response	Human graph	Clarify
4	Decision making	Jigsaw	Personal application	Teacher observation sheet	Test opinions
5	Test & survey questions	Lottery	Individual criteria	Student response feedback	Sense tone
6	Application	Bonus points	Signature, I signal I understand	Success award	Encourage others
7	Transfer [illegible]	Group grade	Round robin (Wraparound)	Log entry	Accept others' ideas
8	Graphic organizers	Group reward	Homework	Individual transfer or application	T chart
9	Metacognitive exercises	Consensus	Bonus points	Team roll	Disagree with ideas not people
10	Making metaphors	Extended project	Expert jigsaw	Mrs. Potter's questions	Reach consensus

B - Requiring critical and creative thinking (brainstorming, inventing, performing) stretches the mind.
U - Establishing a group identity unites each team.
I - Assigned roles keep members accountable for tasks and learning.
L - Mrs. Potter's questions structure quality review.
D - Setting guidelines for students to accept others' ideas enforces social skills.

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Next, using the list of micro-skills for thinking as a reference, select an appropriate thinking skill(s) for the lesson.

MICRO-SKILLS

CRITICAL THINKING SKILLS

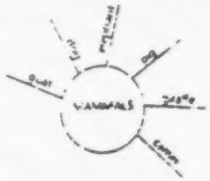
1. Attributing
2. Comparing/Contrasting
3. Classifying
4. Sequencing
5. Prioritizing
6. Drawing Conclusions
7. Determining Cause/Effect
8. Analyzing for Bias
9. Analyzing for Assumptions
10. Solving for Analogies
11. Evaluating
12. Decision Making

CREATIVE THINKING SKILLS

1. Brainstorming
2. Visualizing
3. Personifying
4. Inventing
5. Associating Relationships
6. Inferring
7. Generalizing
8. Predicting
9. Hypothesizing
10. Making Analogies
11. Dealing with Ambiguity & Paradox
12. Problem Solving

Using all of the chosen elements as a guide for designing the lesson, incorporate the specific components into the plan. For example, in preparation for a spring field trip to the zoo, which is a culminating activity for the mammal unit in science, the following lesson has been created using the selected elements.

Have students brainstorm, as a class, a web of mammals.



Ask students to turn to a partner and recall the critical attributes of mammals. Instruct them to check that all listed animals fit the definition.

Next, arrange students into groups of three and assign the roles of: *recorder/illustrator, animal trainer, actor.*

Explain to the groups that their first task is to select an animal from the unit and to invent a name for their teams that signify their mammal selections. A group name creates a group identity. For example, their group name might be the Elephant Explorers.

Instruct students that they are going to use a strategy called That's A Good Idea (cooperative skill: accepting others' ideas) to create an animal that can talk and behave like a person (creative thinking skill: personifying). Explain and model how to perform responses in turn, the That's A Good Idea process. Begin by having students list human characteristics and behaviors for a mammal.

WORKING THE CREW

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Appendix I
Lessons For Conflict Resolution

LESSON #1: INTRODUCTION TO CONFLICT RESOLUTION*

Purpose: to define conflict
to recognize different responses to conflict
to look at the consequences of each response
to introduce the Talk it Out option (problem-solving)

Materials: (OPTIONAL) puppets and toy ball or 3 students to dramatize demonstrations

Procedure:

1. Define conflict.
   "A **conflict** is what happens when two or more people can't agree on something. Most of us have conflicts every day. I might have a conflict with myself about whether or not to watch TV tonight. You and your best friend might have a conflict about the rules of a game. Conflicts happen because we are all different people and because we sometimes have different ideas and feelings about things. This is part of what makes us human."

2. Ask students for brief descriptions of conflicts they have seen or been involved in recently.

3. Introduce the three choices we have when conflicts occur.
   We can **ignore it** (denial), **fight it out** (confrontation), or **talk it out** (problem solving). Write the 3 choices on chalkboard.

4. Introduce **ignore it**, using a story illustration.
   A. "**Ignoring** happens when you're angry or upset with someone, but instead of saying what is bothering you, you pretend there really isn't a problem."

   B. Read A STORY WITH THREE ENDINGS (page 6) using the first ending. (OPTIONAL: Dramatize the story with puppets or, if you are working with upper elementary students, ask three students to help by acting out A STORY WITH THREE ENDINGS.)

   C. Discuss the ending using the following questions.
      1. What happened at the end? How does Sue feel? How does Tom feel?
      2. What do you think will happen next?
      3. Have you ever tried to _____ when you were having a problem?
         (ignore it, fight it out, talk it out)
      4. How did that work for you?
      5. Is _____ a good way to solve a problem?
         (ignoring, fighting, or talking it out)
         Why or why not?

NOTE: Some children find that ignoring is effective in discouraging behavior intentionally designed to irritate. For example, if someone is making fun of another's name, the teaser will sometimes stop if the "teasee" acts as if it doesn't bother him. (The child being teased, however, may end up with left-over feelings of anger and frustration.) On the other hand, some teasers, only become more irritating when their initial attempt fails to get a rise. Ignoring, then, sometimes works to stop the problem and sometimes only makes the problem worse.

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D. Summarize the consequences of ignoring.
"When we ignore a problem we are having with someone, it usually doesn't fix anything. We don't get a chance to tell our feelings and the other person never knows that something is bothering us. If the situation happens again, the same problem might happen again too."

5. Introduce fight it out, using a story illustration.
A. "Fighting" happens when you're angry or upset with someone and, instead of telling that person about it, you are hurtful in return or you try to force the other person to give you what you want.

B. As before, read A STORY WITH THREE ENDINGS (page 6) using the second ending.

C. Discuss the ending using the same questions as above. (See 4. C.)

D. Summarize the consequences of fighting it out.
"When you fight with someone you are having a problem with, sometimes the other person fights back and the problem gets worse for everyone. At other times the person may give in and you end up getting what you want. But later, the person you hurt might try and hurt you back. Or, you might feel bad that someone was hurt, and sad because that person may not want to be your friend."

6. Introduce talk it out, using a story illustration.
A. "Talk it out" means that when you're angry or upset with someone, you tell the person what is bothering you. You say it in a way that doesn't blame him or her. Then you listen to what the other person has to say and find ways to solve the problem so that you are both happy."

B. Read A STORY WITH THREE ENDINGS (page 6) using the third ending.

C. Discuss the ending using the same questions as above. (See 4. C.)

D. Summarize the consequences of talking it out.
"When you are having a problem with someone and you tell him or her calmly what's bothering you, the other person may be willing to listen and talk about it. Together you can think of ways to solve the problem that are fair to both of you."

7. Preview the next four lessons.
"At school we cannot allow you to fight it out when you have conflicts. Why do you think this is a school rule?"

"When you have conflicts at school, we want to help you learn to talk it out instead. Talk it out does not come naturally for most people. In fact, many grown-ups do not know how to talk it out."
(You may wish to point out local, national or international conflicts that are being handled in aggressive ways. You may also want to let your students know that the process is new to you as well, and you'll be learning it with them.)

"In order to be good at talking it out, we must first learn how to do it and then we will need lots of practice. For the next few days, we will learn how to talk it out using six steps."

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NOTE:
While this simplified lesson promotes "talking it out" as the best way to resolve conflicts, it is important for children to understand that "talking" may not always be appropriate. Children who encounter dangerous situations at home or in their neighborhoods should be taught to avoid conflict and protect themselves. Discuss a variety of conflict situations and help children determine the safest response.

RECOMMENDED ORAL READING:

I Want It and other books in the "Children's Problem Solving" series by Elizabeth Crary, 1982. Parenting Press, Inc., P.O. Box 75267, Seattle, WA 98125. Toll free: 1-800-992-6657

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A STORY WITH THREE ENDINGS*

STORY
It is recess and Tom is playing with a ball.
Sue walks over to Tom and asks if she can play.

ENDING #1

Tom doesn't want to play with Sue because she usually hogs the ball and no one else gets a turn. Instead of saying anything, Tom shrugs his shoulders and throws the ball to Sue. Sue bounces the ball a few times and then kicks it to the far end of the playground. Sue runs after the ball leaving Tom standing there.

ENDING #2

Tom doesn't want to play with Sue because she usually hogs the ball and no one else gets a turn.

Tom: No way!
Sue: Why not?
Tom: Because you cheat.
Sue: I do not! Now give me the ball. It's not yours.
Tom: Well I got it first.

Sue walks over to Tom and tries to grab the ball.

Sue: I get a turn too!! Give it to me!
Tom: NO!!

They struggle over the ball and it drops to the ground. Sue grabs it and runs away.

ENDING #3

Tom doesn't want to play with Sue because she usually hogs the ball and no one else gets a turn.

Tom: No.
Sue: Well, that ball isn't just yours. It belongs to the whole class.
Tom: Yah, but whenever you play, you keep the ball and no one else gets a turn.
Sue: I won't keep the ball. We can play catch.
Tom: O.K.

He throws the ball to Sue. She catches it and returns it to Tom.
They play catch this way until the recess bell rings.

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LESSON #2: HOW TO COOL OFF

Purpose: to develop students' awareness of feelings
to define "cooling off" and its importance in resolving conflict
to help students identify ways to dissipate angry or frustrated feelings
(OPTIONAL) to establish a "Feelings Place" in the room for that purpose

Materials: "How to Talk it Out" poster
a personal "cooling off" story
(OPTIONAL) materials for a "Feelings Place"

Procedure:

1. Introduce Step 1: **Stop. Cool off.**
   "When we are having a conflict with someone and we decide to 'talk it out,' there are steps we can follow to help solve the problem."

   A. Show "How to Talk it Out" poster (see Conflict Corner Posters, page 16) or construct the poster as you introduce each step.
   "Today we're going to learn about the first step: **Stop. Cool off.** That means that when you are in a conflict, you stop yourself from doing what you usually do and take time to calm down. I'll tell you a story about a time when I was very upset and how I cooled off."

   B. Tell a personal story in which you cooled off before resolving a conflict. (See A COOLING OFF STORY, page 9.)

   C. Discuss your story using the following questions:
      1. "How do you think I felt at the end of the talk? Why?"
      2. "What happened to my feelings while I was _____?"
         (cooling off activity)
      3. "What do you think would have happened if I handled the problem before I cooled off?"
      4. "Why is cooling off an important first step?"

2. Brainstorm "cooling off" ideas.
   A. Invite students to share ways they help themselves cool off or feel better when they are angry or upset. Write ideas on chalkboard. If hurtful or unacceptable ideas are named, tell students that although all the ideas may work to calm you down, it is important to choose only those ideas that are not hurtful to yourself and others. Hurtful behavior only causes more problems. Throwing things, overeating, and taking drugs, for example, may ease your discomfort temporarily, but are destructive in the long run. Ask students to evaluate their "cooling off" ideas and cross out any hurtful ones.

   B. Ask students to think of ways to "cool off" at school. Add these ideas to the list. Let students know if their suggestions are appropriate or not. For example, "Taking a walk is a good way to cool off, but I can't let you leave the room until recess."

   Most classrooms are not organized to allow for cooling off time or activities. You may have to invent ways your students can take responsibility for managing their anger that will work for you. Older students, for example, might ask your permission to sit outside a few moments or get a pass to a place outside the room--the bathroom, the computer room, the library. Young children enjoy a "Feelings

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"Place" in the classroom where they can release their feelings in a positive way. Ask children for suggestions about what to put in the "Feelings Place" that will help them feel better. For example: a rug to define the area, beanbag chair or rocker, Kleenex (for crying), clay, a scribble pad and crayons, blanket, stuffed animal, book, etc.

It may also be necessary to communicate to children that they are responsible for completing any school work missed while they are "cooling off."

NOTE: Cooling off is not the same as "Time Out" or other disciplinary action. No one is ever sent to the "Feelings Place" or required to "Go outside and cool off." Children choose to use a cooling off techniques or not. Either way they are getting an important message: it's O.K. to be angry and frustrated; it's not O.K. to hurt others. In fact many children bring their negative feelings so quickly under control, they do not need a formal technique.

3. Add additional suggestions.

If necessary, expand the list to include additional cooling off ideas. Any activity that removes the child from the situation or distracts him from the upsetting event can be effective. Counting to 10, taking a few deep breaths, getting a drink or doing something physical are often helpful in dissipating angry feelings. "Do what's in front of you" i.e. your math assignment, can also work to calm children down. Talking about what happened to an understanding friend or adult is another way to feel better. Full acknowledgment of the feeling-"I'm furious!"-and saying what you *feel like doing* (but not doing do it) helps release aggressive feelings. Children also enjoy Kreidler's "draining" technique described on page 9.

Another method of releasing angry or frustrating feelings is to express your feelings directly to the person who upset you. Once children have cooled off, they are ready to directly communicate with the person who upset them. The next lesson, How to Talk About Feelings teaches children how to assertively express their negative feelings in positive ways.

- OPTIONAL DISCUSSION: How can you tell you are in a conflict with someone?

When children are angry or frustrated, they often do not realize they are in a conflict situation and need to take time to cool off. Each child's body has its own way of signaling that there is a problem. The following discussion will help children notice when they are having a conflict and help them identify their early signs of anger.

A. How do you know when you are getting angry? What happens in your body? (Eg. When you notice someone in your way, when someone hurts you, when you feel like hurting someone else, when you feel confused, when you feel a lump in your throat or a knot in your stomach, when you clench your jaw or fist, when you breathe faster, when you get very quiet, when you want to hide or run away)

B. How do you know when someone else is getting angry? (e.g. facial expression, tone of voice, body language)

C. What situations make you feel angry, frustrated or aggressive?

D. What do you usually do when you become angry?

E. What behaviors will you have to change in order to take time to cool off.

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A COOLING OFF STORY

Once when I got home from school I found a note in my mailbox from a neighbor. The note said that she was going to call the police if I continued to let my friends park in front of my house. I was very angry when I read the note because my neighbor had no right to boss me and my friends around. I felt like knocking on her door and "telling her off."

Then I looked at the clock and noticed that my exercise class was about to start. I went to class and for the next hour, jumped around to the music and had a good time with my friends. When I got home, I felt much better. Then I remembered the note from my neighbor and decided to go next door and talk to her. As we talked, I found out that there was really only one car that was bothering her– an old beat-up van that belonged to one of my friends. She said that this van spoiled her view whenever it was parked outside on the street. I could understand why she didn't like looking at the van and agreed to ask my friend to park his van in my driveway instead. She agreed not to call the police if something was bothering her, but to come and talk to me first.

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Additional Cooling Off Idea

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Draining

Grades K-6

Procedure:

1. Have the children tense all their muscles and breathe in. Then they should hold their muscles and breathe for five seconds. Starting with the head, they should then relax down to the feet, exhaling as they do. Repeat several times.
2. Once they have the knack, have them think of someone at whom they are angry or something that has frustrated them. Have them tense up, thinking of the anger or frustration. Then, as they relax, tell them that the anger is draining out of them. All that emotion is leaking out the tips of their toes and is now in a puddle at their feet.
3. Once they have drained, they should stand aside, out of the puddle, and leave the anger behind.

Seemingly ridiculous, this is a remarkably effective technique for adult or child. Try it!

Discussion:

When might you drain?

How might it help you feel?

Why could it be a good thing to step aside from anger or frustration?

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LESSON #3: HOW TO TALK ABOUT FEELINGS*

Purpose: To express feelings and needs in an assertive, nonthreatening way. I message

Materials: "How to Talk it Out" poster

Procedure:

1. Introduce Step 2: Talk and listen to each other.
   "After you have cooled off, you are ready to go to the other person and talk about your feelings and what is bothering you."

2. Demonstrate "you messages" and "I messages".
   "When you want to tell someone about your feelings, you can either say a 'you message' or an 'I message'." Write "You" and "I" on the board.

   A. Skit #1: "You message"
      "First let's see how a 'you message' feels. I'll play the part of someone who's upset and you (whole class) play the part of the person I'm upset with."

      "Pretend we are both playing with a puzzle and when it's clean-up time, you walk away without helping. I find you and say, 'You're mean and I'm not going to be your friend anymore!'"
      Discuss:
      1. "How did you feel when I said that?"
      2. "What do you think will happen next?"

   B. Skit #2: "I message"
      "Now, the same thing happens--only this time I will give you an 'I message'. . . We are both playing with a puzzle and when it's clean-up time, you walk away without helping. I walk over to you and say, 'I feel angry when you leave me at clean-up time because then I have to do all the work.'"
      Discuss:
      1. "How did you feel this time?"
      2. "What do you think will happen next?"

3. Discuss the difference between "you messages" and "I messages".
   A. Compare the two skits:
      "What was different about the two ways I talked to you? Which way did you like better? Why?"

   B. Summarize.
      1. "The first way was a 'you message.' 'You messages' make the other person feel judged or blamed, or that he is wrong. When people hear 'you messages' they often get defensive and angry. It's hard for them to really hear what you are saying and it's even harder for them to think about changing."

      2. "The second 'I message' tells the other person how you feel without making them wrong. You simply and clearly say what is bothering you without putting the blame on them. The person may feel badly about upsetting you, but they don't feel like you are judging them. When you use an 'I message,' it

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s easier for others to hear what you are saying and it's easier for them to
think about changing."

"When we talk to others about our feelings, it's better to use an 'I message.'"

4. Introduce "I message" sentence.
Write the "I message" format on the board:

I ____ ____ when you ____ ____ because ____
feeling specific behavior how it affects me

E.g., "I feel frustrated when you interrupt because then I can't finish what I want to say."

NOTE: It is not necessary for children to use all three parts of the "I message." The first two parts are sufficient.
E.g., "I don't like it when you hit me."

When an action is painful, it may also appropriate to add a request:

"... and I would like ____ ____ you to stop ____ ____ ____"
(what would make the situation better for me)

Children can use their own words when making "I messages." Another version of the above "I message" is: "Please don't hit me."

5. Practice
Pair students and ask them to take turns thinking of an "I message" for each of these situations.
A. You lent your friend a book and when it's returned, one of the pages is scribbled on.
B. You're standing in line at the water fountain and someone pushes ahead of you.
C. You are running in a race and you hear someone call you a slowpoke.
D. A friend tells you she will play with you at recess, but when recess comes she goes off with another friend instead.
E. The friend you are with is telling you what to do and not listening to your ideas.

"Once you get in the habit of using 'I messages,' you will be surprised at how much easier it is for others to hear what you are saying and to solve problems."

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LESSON #4: HOW TO LISTEN

Purpose: to distinguish between good and poor listening
to identify and practice the elements of good listening
to relate listening to the Talk It Out process

Materials: "How To Talk It Out" poster

Procedure:

1. Discuss the purpose of listening. Ask children to work in pairs or teams.
"Talk to your partner: Why is listening important?"
Elicit responses from the groups. e.g. To get information, to learn, to find out how someone feels, to find out what someone needs, to enjoy, to share, to be close to someone

2. Identify poor listening behaviors.
   A. Introduce activity: "Imagine that you are telling someone something that is important to you . . . How would you know that the person is listening to you? How would you know if the person were not listening to you? This activity will help us find out."

   B. Activity: "Partner #1 will tell Partner #2 about a favorite movie (T.V. show, book, pet, etc.). Partner #2 will do everything possible to show s/he is not listening."
   After 2-3 minutes, ask partners to tell each other how they felt in their roles.
   Discuss: "How did you know your partner was not listening? What are poor listening behaviors?" Write responses on board.

   C. Repeat the activity with roles reversed. Add additional non-listening behaviors to the list.

3. Identify good listening behaviors.
   A. "This time Partner #1 will tell about a favorite vacation (or other appropriate topic) and Partner #2 will do everything to show s/he is listening."
   After 2-3 minutes, ask partners to tell each other how they felt in their roles.
   Discuss: "How did you know your partner was listening? What are good listening behaviors?" Write responses on board.

   B. Repeat the activity with roles reversed. Add additional good listening behaviors to the list.

4. Relate good listening to Step 2: **Talk and listen to each other.**
   A. "Another time we need to listen carefully is when we are working on solving a problem with someone. Step 2 tells us to talk and listen to each other."
   Discuss, first in pairs, then report to large group:
   "Why is good listening important in a conflict situation?"
   (E.g. Good listening helps us understand how the other person feels and what the other person needs. Then we are able to think of solutions that are fair to both people.)

   B. OPTIONAL: Make a "Listening Tips" chart using the listening behaviors listed above. The chart may include the following behaviors: face the person, stay quiet until your turn, think about what the person is saying, and show you understand (facial expressions, nodding, restating, asking questions).

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NOTE:
Listening is especially challenging (and important) when feelings are strong or when the listener disagrees with the speaker. Instead of listening, there is a strong tendency to mentally prepare a defense and interrupt. It is helpful to remind children that listening doesn't necessarily mean agreeing with what is being said. If both people takes turns *temporarily* setting aside their feelings and thoughts and listening openly, they will better understand what the other person is saying. Soon they will have a chance to return to their own thoughts and say what they wish.

One way to help students remember to wait their turn is to give the speaker a "talking stick" (or other object). The person holding the stick is the only one who can speak. No interruptions! The stick is passed back and forth between the disputants as they talk and listen to each other. To emphasize the role of listening, the listener could also hold an object to indicate it is his or her turn to listen.

LESSON #5: HOW TO FIND FAIR SOLUTIONS

Purpose: to define a problem in terms of need
to practice brainstorming
to practice evaluating and choosing "win-win" solutions
to set up a Conflict Corner in the room and introduce the Rules

Materials: "How to Talk it Out" poster
Brainstorm Solutions Worksheet
"Rules" poster, Sign-up Sheet

Procedure:

1. Introduce Step 3: Find out what you both need.
   Display "How to Talk it Out" poster.
   "Whenever there is a problem, it is often because two people want (or need) different things. Let's say I am reading a book and you are building a tower with blocks (or some other noisy activity). This is a problem for me because you're making a lot of noise and it's hard for me to concentrate. I need quiet so I can concentrate on my reading."

   "If I want to solve the problem so that we are both happy, I must also find out what you need. What do you need?"
   Elicit a description of the problem from the child's perspective, e.g., "I want to play with the blocks and it's no fun to play without making noise."

   "By looking at both our needs we understand the whole problem." Write on board:

   "I want <u>it quiet so I can read</u> and you want <u>to play noisily with the blocks.</u>

2. Demonstrate Step 4: Brainstorm solutions.
   "After we find out what we both need, it's time to brainstorm ways we could solve the problem. Brainstorming means that we come up with as many ideas as we can, as quickly as possible, without making any comments." (See page 28 for other brainstorming tips.)

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"Let's brainstorm ideas for solving the problem. Think of as many ideas as we can. Silly ideas are O.K. too."

Elicit ideas and write them on the board, encouraging everyone to participate. Keep restating the problem and asking, "What else could we do?" (Duplicate format that appears on the "Brainstorm Solutions Worksheet" on page 18.)

3. Demonstrate Step 5: **Choose the idea you both like best.**
   "Now let's look at the ideas and find out which ones we both like."
   Beside each idea draw 2 faces labeled 'You' and 'Me.'"
   Fill in the face with a smile, frown, or straight line--depending on the responses. For example, the children's response to the idea "put blocks away" would probably be a frown. Your response, on the other hand, might be a smile.

   Continue reading the list of ideas, evaluating each with the appropriate response face. Encourage students to consider long-term as well as immediate effects.

   "To choose the fairest idea, let's look over the list and find the ideas we both like best--the ones with 2 smiling faces beside them."
   Ask: "Which idea(s) is fairest to both of us? Why?"
   Put a check by the most favorable ideas. If there is more than one idea you both like, you can decide later which one(s) you want to try first.

   As you work with children to find fair solutions, keep in mind that good solutions are realistic, balanced (both parties contribute), and satisfy the needs of everyone involved. (See "Checklist for a Good Solution," page 28.)

4. Demonstrate Step 6: **Make a plan. Go for it!**
   "In the last step, we talk about how our idea(s) will work."
   To help children make a plan, ask questions that make the solution concrete and specific. For example, "What needs to happen first? Then what? Who will do that? How are we going to _____? When? Where?" Etc.

   "Next, we each do what we've agreed upon and see how our plan works. Let's pretend that our plan didn't work very well. Now what could we do?"
   (E.g., return to the list of brainstormed ideas and choose another or go back to step 2 and redefine the problem.)

5. Set up a Conflict Corner & introduce the Rules.
   Choose a site for the Conflict Corner and introduce it to the class.
   "We are going to set up a place in our room where we can solve our problems using these 6 steps. In the Corner we'll put this poster, some brainstorming worksheets, and a few chairs.

   Introduce and discuss the Rules: "When we come to the Conflict Corner to talk it out, it's important to remember these rules when working together. (Show Rules poster, page 16.) The Rules are:

   - <u>Treat each other with respect.</u>
     "What does that mean?" (No name calling or put downs.)
     "Why is that a good rule?"
   - <u>No interrupting.</u>
     "What does that mean? Why is that a good rule?"

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- Work to solve the problem.
  "What does that mean? (being helpful, cooperative) Why is that a good rule?"

6. Establish a policy for the use of the Conflict Corner.
   Let students know how to use the corner and when you will be available to lead them through the process. For example: "If you are having a problem with someone, and you would like help talking it out, sign up on this sheet. I am available to help 15 minutes after lunch during journal writing time."

   Class Meeting format: You may also guide children through the problem solving process at a class meeting. The two disputants move through the process publically, while the rest of the class watches and learns. Everyone is welcome to participate in the brainstorming session. Everyone follows the rules.

7. Use "How to Help Children Talk it Out" (page 19) when facilitating Talk it Out in the Conflict Corner. Only offer as much assistance as disputants need to be successful. Continue facilitating Talk it Out until children have enough experience and skill to resolve their problems without your help. See "Individualize your Response to Conflict," page 23.

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Appendix J
"I" Message Log Responses

Date:	What happend:
12/13/96	I said I feel bad when you call eachother names because you guys will not like eachother. Chelsea said it I message
12/13/96	I said I feel bad when you say stuff about someone because its mean and isn't true. Chelsea said it I message
12/13/96	I feel mad when you say that about Kayla Chelsea said it I message
12/13/96	I feel bad when you laugh at others because they feel bad and sad. Cindy R.
12/13/96	I feel bad when you told your it ugly. Because it hert me Darla

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12-4-96 I feel bad when
12-5-96 you call me a moron
because you make me
mad.
Ci[illegible] (Vansasa
did this)

1/7/97
I feel bad whan you
call me bad words
David when
Ryan A. did it.

1/7/97,
I feel sad
when you scratch me
because it hurts.,,
Emily Z.

1/7/97
I feel bad
when you said that
I didn't like mice because
I did.
Kevin M.

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I feel bad wene
karla is so mean to me.

I feel sad when
you dont let me
be the trouer in
football

Ryan A.

I feel Sad
whan you said that i can't play with you
Beceuse I did whant to play with you.
Karla

I feel mad and sad
when you say that you think
you say I am special in a
mean way and I get to
ask all the questions because
you hert my feelings

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